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ABSTRACT

In response to California State Assembly Bill (AB) 3, which requires the state's community colleges to implement orientations and other specified matriculation services, Fullerton College (FC) developed two orientation videos in 1989 for native speakers of English and English-as-a-Second Language (ESL) students. The videos were used by counselors or instructor advisors to orient students to campus life and resources; educational planning; registration; and placement. In addition, an orientation handbook covering much of the same material was provided for students who attended a general orientation meeting. Since many students were unable to participate in the orientation process, an interactive computerized orientation (ICO) was developed. Covering the same areas as the original video, the ICO is self-paced and self-administered and is available to students at any time before or after they submit an application. Students can begin the ICO with any section and can complete as much as they wish, though only students who complete the entire orientation are given credit for matriculation purposes. As students proceed through the ICO, objective questions are posed for the students to answer. After the ICO was tested on students in August 1990, several revisions were implemented, including the development of group and individual orientations. Beginning in December 1990, an evaluation of students' reactions to the ICO was conducted, revealing that students rated group and individual orientations very favorably and retained comparable amounts of information from both. Statistical tabulations of student evaluation responses are attached. (JMC)

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INTERACTIVE COMPUTERIZED VIDEO ORIENTATION

CACD CONVENTION

March 1, 1991

Jeanie Briesacker - Fullerton College

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Paper presented at the California Association of Counseling and Development Convention (CACD) (Los Angeles, California, March 1-3, 1991).

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INTERACTIVE COMPUTERIZED VIDEO ORIENTATION

Abstract

The process of orienting students to the college environment presents a challenge for any institution, but especially for a large commuter college. At Fullerton College, where the mean age of students is 25.6, the majority of students work and attend school part-time. Delivering orientation demands the utilization of alternative methods of information processing which can be tailored to the "on-the-go" lifestyle of our students.

In response to this challenge, Fullerton College developed an interactive computerized video orientation program. Using laser disk technology, students go through a self-pacing video orientation which can be completed at their convenience. The program orients the student in four areas: campus life and resources, academic options, registration, and placement. Students interact with the video by answering questions about the segment they have just viewed. A touch screen monitor allows them to enter the answer which they think is correct, while the computer responds by correcting or reinforcing the appropriate response. The computer's program allows the student to branch off into each orientation segment based upon her/his response. Monitoring of completion is handled on the computer through a student record management program.

INTERACTIVE COMPUTERIZED VIDEO ORIENTATION

CACD CONVENTION

March 1, 1991

Jeanie Briesacker - Fullerton College

Background:

Fullerton College is a large commuter campus in Southern California with a student population of over 20,000. The mean age of students is 25.6 and the majority of students work and attend school part-time.

In 1986, the state of California passed a bill, AB3, requiring the Chancellor of the California Community Colleges to fully implement specified matriculation services in the community colleges. One of the required services was orientation. Prior to the passage of AB3 Fullerton did not provide pre-registration orientation services for newly matriculated students.

Current Orientation Delivery:

In responding to the challenges of AB3, we developed two orientation videos - one for native speakers of English and one for ESL students. In the 1989-90 academic year we were able to provide orientation services to approximately 2,400 students. Last Fall, over 3,000 students were oriented which represented a 167% increase over Fall 1989. However, we will need to increase again to accommodate the number of matriculated students entitled to orientation services.

The format we use involves a counselor or instructor advisor, in conjunction with the video, orienting students in four major areas: campus life and resources,

educational planning, registration, placement. An orientation handbook which includes much of the information covered in the video is given to each student attending orientation. This general orientation lasts for one and one half hours and involves 40-60 students. After the orientation, students are seen on a one-to-one basis or in smaller groups by counselors or advisors for their first semester planning.

Although this format does an adequate job, many students are not able to attend the scheduled orientations. As a community college, Fullerton accepts applications into the first week of classes. Approximately 1,000 students turn in their applications the week before school starts each semester. Since many students register immediately after turning in their applications, they are unable to participate in the orientation process.

Creation of Interactive Computerized Video:

In looking for an alternate mode of orientation delivery, we had several needs in mind:

- a method which would allow students to be oriented at any time during the semster before or after the application is submitted
- self-pacing so that students could start and stop the process at their convenience
- self-administered so that counselor time would not be tied up in orientation delivery
- automated record keeping so that we would know who completed the orientation process.

A team of counselors and administrators met with representatives of the Sedillo Co. who demonstrated an interactive computerized orientation they developed. The product met all the specifications we had identified.

The Sedillo Co. reviewed all written and audiovisual material produced by the college to begin the script writing process. Each draft of the script was reviewed by a counselor committee and returned with corrections. Over a period of three months, a final script was approved and work was begun on recording the narration. All video footage was taken from the existing orientation video. Fullerton College was responsible for recording all additional narration and the Sedillo Co. created special computer graphics to insert into the video production for variety and emphasis. After the video and narration were put together, a laser disk was pressed.

The interactive orientation video covers the same four areas as our original video: campus life and resources, educational planning, registration, placement. Students are able to begin the orientation at any one of the four areas. Those students who want immediate help with registration can complete that section and choose not to continue. However, only students who complete the entire orientation are given credit for matriculation purposes.

As students proceed through the interactive orientation, objective questions are posed which must be answered. A touch screen monitor allows them to touch the answer which they think is correct. The computer and narrator reinforce a correct answer with "Good." Originally, all incorrect responses required the student to try again. Students tended to become impatient with this process so most of the

"Try Again" statements were eliminated in favor of an immediate display of the correct response on the monitor.

Final Product:

The final product was ready for testing with students the beginning of August 1990. A group of students completed the Alpha testing which provided the Sedillo Co. with information regarding necessary revisions. Most of the revisions centered on the responsiveness of the program rather than any changes to the content. The original orientation program took 1 hour and 15 minutes to complete. We found that the orientation moved too slowly for fast readers who did not want to listen to the narrator repeat what was written on the screen. Two more revisions to the programming were completed to fine tune the product and to make it as responsive as possible to student needs. The final revision allows fast readers to move ahead without waiting for the narrator to finish. Most students can now complete the interactive orientation in one hour.

We conducted an evaluation of both our group and individual orientations in December and January. Students rated both formats very favorably. A 10 item quiz given to both groups showed the group format completing an average of 7.2 items correctly and the individual format 7 items correctly.

Future Projects:

We are very excited about using this technology because of its applicability in other areas. In the future, we plan to devise an interactive program for probationary students which could teach them study skills, test taking strategies,

time management, etc. We are also considering developing an interactive program which will teach students the ins-and-outs of transferring from the community college to the university.

ORIENTATION EVALUATION GROUP

Item Analysis for Group Orientation:

1,027 students attending an orientation for native speakers of English completed an evaluation form. We did not have LEP students complete an evaluation.

#1 The orientation presented information in a way that was easy to understand.

Strongly Agree 48%	Agree 48%
No Opinion 3%	Disagree 1%

#2 I learned more about services available at Fullerton College.

Strongly Agree 37%	Agree 55%
No Opinion 5%	Disagree 2%

(3 people marked Strongly Disagree)

#3 I plan to use one or more of the support services while I attend Fullerton College.

Strongly Agree 24%	Agree 45%
No Opinion 27%	Disagree 3%

(8 people marked Strongly Disagree)

#4 I feel better prepared to register as a result of the orientation.

Strongly Agree 35%	Agree 49%
No Opinion 13%	Disagree 3%

(3 people marked Strongly Disagree)

#5 The orientation gave me helpful information about getting a degree from FC.

Strongly Agree 31%	Agree 53%
No Opinion 14%	Disagree 2%

(4 people marked Strongly Disagree)

#6 The orientation gave me helpful information about transferring to a four-year school.

Strongly Agree 30%	Agree 53%
No Opinion 15%	Disagree 2%

(2 people marked Strongly Disagree)

#7 I would recommend this orientation to a friend.

Strongly Agree 36%	Agree 45%
No opinion 17%	Disagree 1%

(7 people marked Strongly Disagree)

#8 The speed or pace of the orientation was:

Too Fast	5%
Just Right	77%
Too Slow	18%

#9 The section I found most helpful was:

Campus Life and Resources	16%
Educational Planning	40%
Registration	32%
Placement	9%
None of it was helpful	3%

#10 The section I found least helpful was:

Campus Life and Resources	15%
Educational Planning	6%
Registration	6%
Placement	7%
All of it was helpful	65%

Item analysis for quiz items.

The average quiz score for this group was 7.2 correct out of 10. The percentages indicated are the correct responses.

#1 Where does registration take place? (82%)

#2 Where is the tutoring center located? (64%)

#3 Where would you go to request official transcripts of college work completed at Fullerton? (89%)

#4 Other than the health fee, there are no other mandatory fees a California resident has to pay to register at FC. (66%)

#5 What grade point average does a student need in order to receive an AA degree? (87%)

#6 For a student who was not admissible to CSU or UC out of high school, the minimum number of units needed for transfer are: (41%)

#7 If you are unable to register on the date and time specified on your permit, you can receive permission from the Registrar to register early. (88%)

#8 If you are put on a wait list because the class you want is closed, the teacher can admit you on the first class meeting and no other paperwork is necessary. (86%)

#9 If the class you want is closed and does not have a wait list or the wait list is also closed, there is no other way for you to get into the class. (70%)

#10 What is the purpose of the placement test? (77%)

ORIENTATION EVALUATION
INDIVIDUALIZED

Item Analysis for Interactive Orientation:

Of the 101 students who were oriented using the interactive computerized format, 89 completed the evaluation.

#1 The orientation presented information in a way that was easy to understand.

Strongly Agree 49%	Agree 48%
No Opinion 1%	Disagree 1%

#2 I learned more about services available at Fullerton College.

Strongly Agree 42%	Agree 56%
No Opinion 2%	Disagree 0%

#3 I plan to use one or more of the support services while I attend Fullerton College.

Strongly Agree 19%	Agree 55%
No Opinion 22%	Disagree 3%

#4 I feel better prepared to register as a result of the orientation.

Strongly Agree 35%	Agree 49%
No Opinion 11%	Disagree 3%

#5 The orientation gave me helpful information about getting a degree from FC.

Strongly Agree 29%	Agree 53%
No Opinion 17%	Disagree 1%

#6 The orientation gave me helpful information about transferring to a four-year school.

Strongly Agree 20%	Agree 62%
No Opinion 17%	Disagree 1%

#7 I would recommend this orientation to a friend.

Strongly Agree 31%	Agree 57%
No opinion 9%	Disagree 1%

(1 person marked Strongly Disagree)

#8 The speed or pace of the orientation was:

Too Fast 2%
Just Right 74%
Too Slow 23%

#9 The section I found most helpful was:

Campus Life and Resources 15%
Educational Planning 44%
Registration 37%
Placement 3%
None of it was helpful 1%

#10 The section I found least helpful was:

Campus Life and Resources 8%
Educational Planning 6%
Registration 5%
Placement 17%
All of it was helpful 65%

Item analysis for quiz items.

The average quiz score for this group was 7.0 correct out of 10. The percentages indicated are the correct responses.

#1 Where does registration take place? (65%)

#2 Where is the tutoring center located? (60%)

#3 Where would you go to request official transcripts of college work completed at Fullerton? (99%)

#4 Other than the health fee, there are no other mandatory fees a California resident has to pay to register at FC. (83%)

#5 What grade point average does a student need in order to receive an AA degree? (85%)

#6 For a student who was not admissible to CSU or UC out of high school, the minimum number of units needed for transfer are: (52%)

#7 If you are unable to register on the date and time specified on your permit, you can receive permission from the Registrar to register early. (83%)

#8 If you are put on a wait list because the class you want is closed, the teacher can admit you on the first class meeting and no other paperwork is necessary. (83%)

#9 If the class you want is closed and does not have a wait list or the wait list is also closed, there is no other way for you to get into the class. (69%)

#10 What is the purpose of the placement test? (81%)

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